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November, 1949

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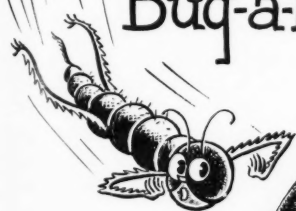


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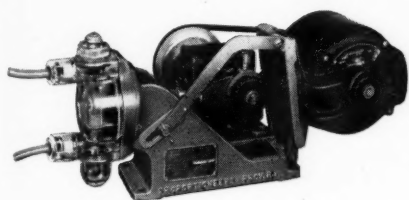
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LA JEUNESSE
A CAMP FOR BOYS
Henry H. Blagden
Director
May 10th, 1948

"My water supply is safe and reliable but I am interested in having a chlorination outfit hook up just in case anything should happen."

A Letter You'll Want To Read

As the letter shows, Mr. Blagden had a "safe" untreated water supply. Yet he ordered and installed a W&T Hypochlorinator. He did so because as an experienced and responsible camp operator, Mr. Blagden was concerned "— in case anything should happen".

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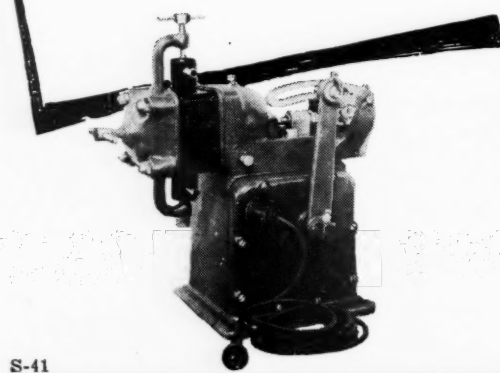
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THIS is the second time the editors have devoted an issue of CAMPING MAGAZINE, almost in its entirety, to the subject of books. As was the case with our last book issue, this issue is largely devoted to books on camping and allied subjects which have been published within the past year.

The unique manner of presenting the material is continued. Rather than publishing reviews of the normal type, arrangements have been made with the publishers for printing of pertinent chapters or portions of chapters of the books themselves. Thus, this issue offers a goodly supply of information which can immediately be put to work. Also, you can decide from the actual words of a book whether you would like to own the whole volume.

A bibliography near the end of the book section lists many additional volumes which camp directors find useful. — Editor.

Program Planning Fundamentals

By John A. Ledlie and Ralph D. Roehm

CAMPING IS group living in the out-of-doors. The program of camping consists of all the activities, relationships, interactions, and experiences that enter into the life of the group. It is everything that goes on in a camp, everything that happens to campers. It is playing and working together, making plans, accepting responsibility, carrying out decisions. It is sleeping in the open, hiking, paddling canoes, working at crafts, telling stories, and singing songs around a campfire. It is worshipping God in an outdoor chapel.

This conception of program lifts it above a schedule of activities as ends in themselves and places emphasis upon the process through which the objectives of camping are most likely to be achieved. The acceptance of this program philosophy rules out, in the material that follows, the development of a tailor-made program that can be superimposed on any camp. Rather we will endeavor to suggest how the program personality of a particular camp is created by those living together in the camp setting.

GROUP WORK IN CAMPING

The ever present question about any

camping activity is, "What does it do to persons?" Camping, ought, therefore, to make use of the methods that are most likely to contribute to the personality growth of children. The group work process would seem to be one of the most effective means to such an end.

A camper is first of all a member of a cabin group, and from this primary living unit he will establish additional relationships with other groups that make up the camp community. One of these is the age group to which his cabin is related. In some camps it is called a section, division, unit or village, such as the younger boys' section, the middle boys' section, and the older boys' section. Then there is the relationship to the camp as a whole which brings with it a new set of loyalties and responsibilities. In addition there are in most camps the various skill-teaching and activity groups, such as beginners' swimming, sailing, horseback riding, rifle shooting — each made up of a cross section of a camper's age-range unit or in some instances of the camp as a whole. Group-work methods should be understood and used by the leaders of these interest groups. Here again the learnings from the interpersonal

relationships of the members of the group may be much more important in the character development of the child than the mastery of a skill. This statement, however, does not mean to depreciate the importance of skill training in the development of a child.

Printed materials, program helps, camp regulations and policies, leadership training emphases—all should encourage program processes and activities that strengthen and give meaning to the unity of the cabin group. The daily cleanup, specific responsibilities related to the welfare of cabin life, cabin hikes, building a fireplace, cooking meals, washing dishes, discussing problems of the group, participating in a campfire, building a council ring, developing a cabin museum, improving a trail through the woods, working on an aquarium — these are the experiences that require group planning and action and through which initiative, co-operation, responsibility, and similar attitudes are developed in campers.

It is important, therefore, that the cabin group be looked upon as the primary focus of program development. For it is the cabin group that functions as a family unit within the larger com-

munity life of the camp. The cabin group provides the opportunity for stimulating and establishing the habit patterns that make for good citizenship in our American democracy.

THE DEMOCRATIC APPROACH

One basic thing in the democratic approach is the deliberate provision it makes for giving the campers a share in the choosing, the planning, the carrying-out, the evaluating, of what they do. That is half of it — the half that emphasizes participation by the campers in the whole process of working out the program. The other half of it, just as important, is the attitude of the counselor, the activity leader, and the director in putting the camper at the center of the program rather than the activity. Both of these are difficult at first, especially to counselors who know more about activities than they do about children. But they soon become easier. Take a quick look at two principles in the democratic method of program planning.

1. Some campers have never had experience in planning. They do not know what they want to do. Interest check lists among children are not too effective. They are ill at ease in the presence of one another. They expect to have things planned for them. The more aggressive ones take the bit in their teeth and impose their will on the less aggressive ones. All right, that is the problem. How does one evoke the capacity for real participation in program planning by campers? Here are a few suggestions:

Set up the daily schedule with some "holes" in it.

Let the camp units, with the help of their counselors, fill the holes in. It is the job of the counselor not only to ask, "What would you like to do tomorrow from ten to eleven" but to suggest, at first, at least two possibilities and also bring out and develop suggestions from the group, then help arrive at a choice and simple plans for carrying it out.

Base planning on problems, situations, events, and opportunities as they arise.

Enlarge the orbit of opportunity for responsible participation as skill in it develops. Avoid the mistake of setting up elaborate plans of camper government. Most committees or councils should last only as long as needed to carry out a project.

Watch for the real leaders, those that domineer, the timid followers, the divi-

sions in the group. Do not try to solve all the problems of co-operative participation at once.

These are simple suggestions. The greatest obstacle to their application is likely to be the pressure from activity counselors anxious to put their activities across, not realizing that the principles can be applied just as well to the conduct of an activity as to the life of a cabin unit. Unfortunately some activity counselors are not trained in the art of helping children to become independent and creative in thought and action.

Reprinted from "Handbook of YMCA Camp Administration," edited by John A. Ledlie and Ralph D. Roehm. Published by Association Press. 239 pages, \$4.50.

2. This leads to further consideration of the other principle in democratic program planning, that of making it child-centered rather than activity-centered. No two children are alike in needs, interests, skill, emotional make-up. To be treated alike they must be treated differently. Competition is good for some, harmful to others. Group pressure is what some children need; it is exactly what others need protection against.

An athletic team that the coach uses to win games with is a different thing from an athletic team a leader uses to develop boys in. A play that is cast with an eye to what it may mean to each individual to perform the assigned roles is different from one cast with an eye to the finished performance. One can go on and on to elaborate this point of respectful regard by the persons responsible for program planning for the personalities of those involved. All that can be done here is to point out that the more one looks at the requirements of children, the more one realizes how program requirements have to be modified to fit them.

Louis Blumenthal defines the group work process in camping as follows:

The objectives of group work emphasize the importance of developing in each camper the ability to make wise choices in light of the greatest good, a sense of responsibility for his acts, an increasing capacity to solve his problems with the insights that are his. In the last analysis, it is for the individual to decide upon the way he shall act and he can learn to do so

only by practice. Good group work throws the responsibility back on the camper. No one else can do the thinking for him.

ROLE OF THE COUNSELOR

The camp counselor as a group worker is the guide and resource in this educational process. He is aware that abiding interests, ability to live with others, attainment of skills, and wholesome attitudes are goals that may be achieved through a good group experience. But he is also aware that negative and unsocial learnings are also possible from a group experience. He recognizes that he is the key to the nature of the learnings. The way in which the group is managed will determine to a large degree the quality of the group life. This will require time and individual attention to group members by the counselor.

It is the camp management, however, that is responsible for the degree of emphasis that is placed upon the cabin group as the primary program unit. Counselors need to be selected because of their all-round ability and versatile skills. Less emphasis needs to be placed on the specialist type of leadership. In training sessions attention needs to be given to improving the leadership methods that contribute to the democratic functions of a cabin group. The daily schedule should be developed so that adequate provision is made for cabin groups to plan and carry out projects as units. Sufficient tools should be available for construction projects. Sufficient equipment should be provided for cabin hikes, cook-outs, and sleep-outs. Intercabin activities should be encouraged and ways found for administering craft activities on a cabin basis.

EXPANDING RELATIONSHIPS

But just as in any community, so in the camp community there are wider and more responsible relationships than found in the cabin group. The second most promising opportunity for group experience would seem to be that of the section or age-range unit. It is in this kind of relationship that campers enlarge their understanding of the meaning of citizenship. Here individuals and cabin groups accept responsibilities that contribute helpfully to the life of this larger group. An interest is taken in the care and upkeep of property and equipment. The cabins in each section unite in co-operative planning for the

general good of this age-range unit. Councils are formed and cabin representatives accept responsibility for the development of special programs and the supervision of activity. Regulations relating to life in the section are discussed and acted upon. Problems of conduct come up for council decision.

Thus it is seen that program in the broadest sense is the total experience of the camp created by several groups representing different degrees of responsibility, maturity, and interests. The program takes on the characteristics of the interests and needs of those who plan it. The process requires a high degree of patience and skill in adult-camper planning relationships. It succeeds or fails to the degree that the camp administration policies recognize the fundamental importance of the laws of learning and the group-work process in character education.

The principles, then, that should guide program planning for a camp are as follows:

1. Program is not an end in itself. It is rather a tool by which the purposes of camping are realized.
2. Program ought to be planned with the members of the group which is to be served.
3. All phases of the program should be related to the developmental level of the boys who are to participate.
4. The program should be boy-centered, not activity centered.
5. The program content should be based upon sound educational principles.
6. The program should consist of an integrated series of experiences consistent with the over-all purposes of the organization rather than a hodge-podge of opportunistic stunts and isolated events.



Handling Discipline Problems

IT WOULD BE a very unnatural camp if there never arose a discipline problem. Children come to camp just as they leave home, personality problems and all. It is expected that in a group of 60 campers there may be occasional individuals requiring special attention.

Campers should know what is expected of them and why. Since disobedience is revealed often in the breaking of one or more of the camp rules, it is essential that all necessary rules be explained simply, clearly and carefully, and that the reasons for them be made perfectly clear. Juniors are usually reasonable and fair, and so far as possible they should know the reasons for the basic rules and regulations for the benefit of all living in the camp family.

If trouble develops with some child, his counselor will want to seek an opportunity to talk with him privately and in a friendly manner. He will want to consider the following factors which may be causing or contributing to the situation:

1. The child's physical condition. It may be that he is tired or hungry or sick.
2. The camp program. Rethink the schedule and make sure there is ample provision for interesting activities to satisfy the camper. There should be enough vigorous play and activity to use up excess energy and enough free time to allow for personal preferences. The program should be flexible. Sometimes conditions and atmosphere are both responsible for the disobedience.
3. Points of tension. Is there tension

between campers or between camper and counselors? If the camper has a growing awareness of the fellowship of the camp family group he will want to be in it, not outside.

If the counselor feels unable to deal with the situation as it has developed, he will take the information gathered to the director for conference and a mutual decision on how to proceed.

Under no circumstances should physical punishment be administered. A child should never be kept away from meals, or made to stay in bed. There should be, wherever possible, a direct relationship between the act of disobedience and the consequence, or punishment, so that the camper may see the relation of cause and effect.

The attitude and purpose of discipline is not to break the junior's spirit, but to help him stay within the socially-accepted framework of camp. "A problem child is usually a child with problems," problems with which he is too immature and inexperienced to know how to deal. Antisocial behavior is a symptom, not a cause, and should be reviewed in the light of the total behavior pattern. However, no one child should be allowed to spoil things for others, and misbehavior must be dealt with kindly but firmly with every step understood by the child involved.

Reprinted from "We Work With God," by Caroline C. Pineo, Lois Blankenship and Martha J. Whitmore. Published by Judson Press. 119 pages, \$1.25.

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Better Public Relations

By Mabel Jobe

THOUGH THE DAY-CAMP may not need publicity in order to maintain enrollment, a carefully planned program should be formulated to encourage community co-operation. Public opinion is needed to establish permanency and to help the camp to grow.

Every member of the board, every administrator, every staff member, and every camper can inform the community about the value of their camp. But it may also be wise to designate a special committee to be in charge of camp promotion. Special plans are needed to reach different groups in the community: children, parents, agencies, private contributors, general public.

The community relations program of the day-camp may include:

1. community participation in an advisory capacity;
2. community visitation and participation in the camp program;
3. camp participation in the community;
4. indirect public relations; and
5. direct publicity.

COMMUNITY PARTICIPATION in an advisory capacity. The advisory board provides continuous opportunity for a two-way flow of information between the day camp and the general public.

An informal discussion group of interested parents may meet regularly with camp representatives to discuss general problems in order to have a better understanding of the camp's objectives and to recommend improved procedures. Other community groups should be invited to work with the camp in an advisory capacity.

COMMUNITY VISITATION and participation in the camp program. There should be a standing invitation to all to visit the camp at any time and to help in definite projects. Representatives of newspapers and radio should be urged to visit the camp. School, church, and agency groups may wish to observe their activities. The announcement of specific times for visiting

will bring many who are interested, but never find the time to come in response to a "come-any-time" invitation.

The adults enjoy seeing the unit-site homes, helping the children to cook, eating with the children, singing, playing stunts or games, and folk dancing.

CAMP PARTICIPATION in the community. Excursions into the community for special purposes should be organized. Camp groups should plan to serve the community through such ways as conservation projects, clean-up campaigns, or fire-hazard removal committees.

INDIRECT PUBLIC RELATIONS. High morale in staff and campers is one of the best means of promoting the day-camp. It is important that the administration realize that the daily reports of children carry great weight in influencing public opinion. The practice of having children set up their objectives, plan their programs, and, at the close of the camp day, evaluate their work, will help them to be better informed and so be better interpreters of camping to the public.

During the camping season "praise notes" should occasionally be sent to the homes. Both parents and children are helped by frequent conferences with the camp director and the counselors. Parents learn better ways of helping their children, and counselors learn the children's backgrounds of experience so that they can use children's ideas and appeal to their interests.

After the camp season closes, follow-up letters may be sent recalling camp accomplishments and looking forward to another season. A camp reunion may help to maintain campers' morale and to interest other children in becoming campers.

Children are giving the best publicity when they carry out into the community the new habits and skills acquired in camp. They may have learned cleanliness in cooking, care and beauty in serving food, or thoughtfulness of others in the group. Standards of living

in the home may be raised by the child's camp training or by the parents' participation in the camp program.

DIRECT PUBLICITY. Each camp should have a publicity committee that promotes community relations all the year. Newspapers, radio, motion picture theatres, and churches should be asked to announce events to come. Camp programs may be staged for radio or in theatres, churches, schools, P.T.A.'s, civic and social clubs, child welfare agencies, library or public departments. Day-camp leaders should plan speeches which praise audience groups for their co-operation and stimulate them to greater efforts. They may interview campers to bring out human interest stories or stage dramatic skits and songs. They may show movies, slides, photographs, or brochures.

After the camp closes, the staff should exhibit day-camp activities in libraries, schools, store windows, and the like. The background or setting of the exhibit should show the outdoor camp-life environment. Camp activities such as cooking, nature games, and costume crafts attract the greatest interest.

The staff may prepare an attractive yearbook showing the camp program in words, pictures, diagrams, and illustrations. General recommendations which may be of public interest may be included. Recognition should be given to all campers in every way possible, especially for work that contributed to the social welfare of the camp. This annual should be on display for public perusal and should also be studied by the camp board and kept as a reference for future camp leaders.

Certain criteria may be set up for evaluating the community relations program:

1. Have all groups been reached that should be informed, with a program that is of interest to each?
2. What definite results have been gained from community cooperation?
3. Has publicity been repeated with sufficient originality and simplicity to bring the desired reactions?
4. What follow-up techniques have been used to retain contact with co-operating groups?
5. What pride does the community feel in the day-camp?

Reprinted from "The Handbook of Day Camping," by Mabel Jobe. Published by Association Press. 189 pages, \$3.00.

Rock Collecting

By Vinson Brown

THE ROCKS beneath our feet not only carry within them the history of the ages, but they also carry the future of man. For it is what man does with the rocks that has made and will make much of his success on earth. Iron and steel, aluminum, sulphur, and nitrate all come from rocks, and they have made a good deal of today's civilization. Radium and molybdenum and fluorite may well make tomorrow's.

To study rocks and minerals you not only need to be interested, but must develop your powers of observation and alertness. Men have stepped over fortunes beneath their feet because they were too blind to see what lay there. Gold in the raw often looks dull and uninteresting. Pitchblende, the extremely valuable ore of radium, looks like the commonest kind of rock. Valuable agates and opals are usually hidden inside clay-colored concretions (round rocks) that most people would carelessly kick out of their path.

However, study rocks not only for the hidden treasure you may someday stumble upon, but also for the great amount of interesting knowledge you can gain from them. Even the commonest rock has a history extending back into the millions of years, involving perhaps great upheavals of the land or the action of fiery volcanoes, and may contain within it in the form of fossils a link in the history of life on earth.

LOOKING FOR ROCKS AND MINERALS

The most useful tool for the rock and mineral collector is a geology pick, although a good hammer will do in a pinch. With this tool, you can break a rock and see what the inside is like, and it is inside rocks that the most interesting things are likely to be found. Not only does this breaking up expose to you fresh and unweathered surfaces that will tell you the rock's true nature, but often you run across mineral veins or even the crystals of minerals that weren't visible on the worn and dirty outer surface.

Look particularly in the following places:

1. In old quarries where the weath-

ered rock on the surface has been blasted away and the new rock underneath exposed.

2. In cuts made through the hills for roads, or places dug out for bridges and so forth. Here again fresh rock has been exposed.

3. Along dried-up stream beds or where the water is low you will often find interesting pebbles or bits of rock washed out from some deep-cut layer. In such a place the first gold in California was discovered.

4. In coarse sand on ocean beaches. Valuable minerals are often found in sand, hidden among commoner grains — jasper, rose quartz, opal, and amber, among others.

5. At the openings to mines where much ore and crushed and broken rock has been thrown out onto slag piles. This material, carefully picked over, yields valuable finds.

6. On the tops of hills or mountains where the constant weathering often exposes rock layers that are completely covered in the surrounding valleys or plains.

7. Where a stream has cut a deep gash through the earth it often uncovers many interesting rock layers. Look carefully in such places for good specimens.

8. Near any place where there has been a recent volcanic eruption there are bound to be found many interesting volcanic rocks, and near the edge of a formerly red-hot area such as a lava tube there are likely to be some good sections of metamorphic rock, metamorphosed by the heat.

Collecting in such places, you will gradually build up a rock and mineral collection that will tell you much about the vastly interesting history of the earth and the nature of some of the things from which it is made.

MAKING A ROCK COLLECTION

Much of the value of your rock collection depends upon the completeness of the story it tells. It is best to take notes as you collect rocks and minerals, putting a piece of adhesive tape with a number on each specimen. Opposite this number in your field



notebook you can then write a description of the exact location where the rock or mineral was found, such as:

"No. 18. Piece of *Cinnabar*. Found at mouth of old quicksilver mine fifteen miles north of Napa, California. Cinnabar is the ore from which quicksilver or mercury is made. It is a compound of mercury and sulphur. Small bits of cinnabar were lying in the mass of slag at the mouth of the mine, though most of this mineral had long ago been used up by the miners. The slag with the cinnabar was mostly a light yellow rock or mud, very crumbly, and apparently made up of considerable clay material. July 1, 1946."

Transfer such a description to a card that is to go with your specimen into your museum collection, and, if you will continue this practice, you will be on your way to having a scientific collection. Such a collection would be very valuable in working out a rock and mineral map of your neighborhood.

A beginner's rock collection does not have to be quite this complicated. A useful collection can be made by merely numbering your rocks as explained above, and then on a card attached to the box holding your collection having the names of the numbered rocks printed opposite their correct numbers.

Reprinted from "The Amateur Naturalist's Handbook," by Vinson Brown. Published by Little, Brown & Co. 475 pages, \$3.50.

Life-Saving Contests

By Thomas Kirk Cureton, Jr.

LIFESAVING CONTESTS may be conducted in either the indoor or outdoor pool. Competitions are conducted in the standard carries, the object recovery race, tug-of-war, buoy throwing, buoy rescue, speed in picking up and carrying a partner, boat rescue, canoe rescue, aquatic obstacle course race, or any other such lifesaving events.

There are no standard rules but a written agreement should be reached before the meet. It is necessary to have competent officials, to have each event carefully explained by the referee, and to have the starting, turning, and finish points clearly indicated with flags or conspicuous markers if possible.

PICK-UP AND CARRY RACE is competed over a specified distance. The type of carry may be just one type or free choice. Rules should cover falls, changing partners at mid-distance, and possible fouls which may result in disqualification.

LEG SUPPORT CARRY RACE (or any other carry) is competed by teams of partners using the chosen carry according to specifications set by the referee.

TIRED SWIMMER'S CARRY RACE may be competed for speed against each other by changing about or against another team. **Cross-Chest Carry Race** is competed in a similar manner to the above event. **Head Carry Race** is competed in similar manner.

BUOY THROWING CONTEST is usually competed for distance but may also be scored on an accuracy basis. The best of three throws is usually counted for each competitor. The contest may be restricted to one kind of buoy or a

choice permitted in a free style competition.

THREE-MAN BUOY RESCUE is competed by teams composed of three contestants each. The hauler, the rescuer, and the subject make up the team. The subjects are at position 50-60 feet from the start (a greater distance may be used in outdoor pools.) At the starting signal the rescuer and hauler race to the buoy and rope, the rescuer dives

in with the buoy and swims to the subject, then the hauler pulls them in.

CANOE (OR BOAT) FILLING and Emptying Contest is competed between individuals or teams of equal numbers who take their boats to a designated spot and swamp them on an agreed upon signal, then empty them by a specified method, such as by lifting or pouring out the water or by "shaking." Boats weighing more than one hundred pounds usually have to be kicked ashore, beached, and then upset gradually to let the water drain out. Canoes can be managed this same way but may be "shaken out" by experienced and mature operators.

Reprinted from "Fun in the Water," by Thomas Kirk Cureton, Jr. Published by Association Press. 143 pages, \$4.00.

HIDDEN TREASURES and SECRET TRAILS

TRAIL AND TREASURE HUNTS ARE GREAT ADVENTURES. THEY CAN ADD MUCH TO OUTDOOR TRAINING, DEVELOP OBSERVATION, TRAIN IN FOLLOWING DIRECTIONS - AND ARE FUN FOR ALL AGES.

HINTS FOR SUCCESSFUL TRAILS

Use frequent signs - not too difficult to find.
Go in a straight line from one sign to the next.
Don't be too clever or cryptic.
Use tips the group will guess easily.
Go in groups of 5 or 6.
Leave trail markers or notes for last group to destroy.
Have someone who knows trail in each group - to help as last resort.
Have treasure for everyone at end.



TRAIL SIGNS

MARKERS FOR FIELDS AND WOODS. (FIND THEM IN ANY BOY SCOUT OR GIRL SCOUT HANDBOOK).



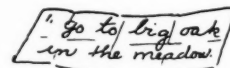
NATURE TRAIL

MARKERS ALONG A WELL DEFINED TRAIL - TO GIVE INTERESTING BITS OF INFORMATION.



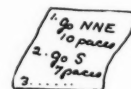
MAP TRAIL

MAP SHOWING ROUTE TO TAKE. GIVE A DIFFERENT ONE TO EACH SMALL GROUP - ALL ENDING IN SAME PLACE.



SEALED ORDERS

NOTES THAT GIVE DIRECTIONS. HIDE NEXT NOTE IN PLACE SPECIFIED. CAN BE A LIST INSTEAD OF SEPARATE NOTES.



COMPASS TRAIL

USE NOTES - OR A TYPED LIST OF DIRECTIONS (LEARN TO USE A COMPASS BEFOREHAND).

COMBINE THEM ALL.

IE - "IF THIS IS AN OAK, GO SOUTH. IF NOT, GO NORTH TO FIND A STONE MARKER. LOOK FOR A HIDDEN MESSAGE."

Reprinted from "Outdoor Activities for In-Town Groups," by Margaret Chapman, Marie E. Gaudette and Catherine T. Hammett. Published by Rafter Crafters. Packet of 22 sheets, \$.50.

Basketmaking

A fascinating and educational activity for all campers

By Osma G. Gallinger and Oscar H. Benson

BASKETRY is a delightful craft that requires no expensive equipment, yet produces very useful and salable articles. The rhythm of the work is fascinating. Problems of creating symmetrical forms and of adding original touches of design render the work doubly fascinating. And a skilled basket worker can earn money by selling his products or by organizing groups and teaching them.

The materials most familiar and available to both new and experienced basketweavers are reed, rattan, raffia, and the commercial cords and twines. Supply houses have these materials at reasonable prices. Native twigs, vines, grasses, pine needles, cornhusks, rushes and cattails are excellent and are obtainable in many localities. Basketry materials are usually flexible and serviceable over long periods. A basket several years old can be unraveled and the fibers used again for a new basket.

The first essential for work is ample space, indoors or out. If indoors, choose a well-lighted room. In summertime a cool, convenient place to work is a basement where water is available, or a shaded porch or garden. A group of Girl Scouts once adopted a niche of woodland by the bridge of a stream where they could sit on the rocks and dip their baskets in the water around them. A near-by tent was used on rainy days.

PREPARATION FOR WORK

Basket reed comes in long skeins and, like most basketry materials, is often dry and brittle, requiring soaking in water. Remove one reed at a time from the bundle, always drawing from the loop end. Roll each reed into a coil for soaking, fastening its end by twisting several times around the coil; or take several reeds in a group and wrap into small bundles for convenience in future storage and soaking. Reed

substitutes may be wound into coils, but they do not require soaking.

Heavy reed materials used for spokes and handles should be cut into lengths measured according to the needs of the product being made. Let the reed soak in water ten or fifteen minutes, or until pliable, and use while damp and flexible. You can keep the reed moist by wrapping it in a wet bath towel or a gunny sack. If the reed dries out, place it in water again for a short time.

The sizes of reed produced by basketry supply houses are fairly uniform and standard. Slight deviations may be adjusted, and in cases where native materials are used, it is possible to make an accurate comparison of these sizes with the sizes sold commercially.

The base is the starting point in the weaving of a basket. A good basket is built on a firm, well-woven base. Mastery of the methods of base weaving

is therefore a vital point in the success of all basketweaving.

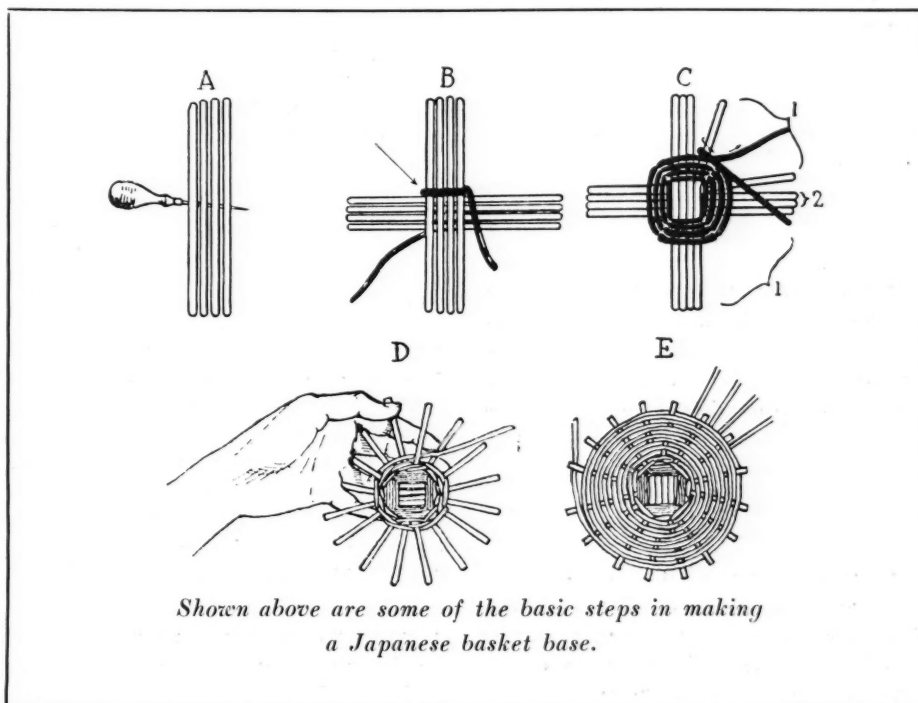
At the center of the base is a small, round, hard place where the spokes cross and where they should be first tied together. This is called the button. Radiating from it, the spokes extend outward in groups. The Pairing Weave is used to gradually separate the spokes and to make them equidistant. After this is accomplished, any suitable weaving stitch may be used to continue around the spokes.

DIFFERENCES IN CONSTRUCTION

In general, bases may be divided into two groups:

First, those bases in which the spokes are cut long enough for the weaving of the entire base and for the turning up for the weaving of the sides, or even for completing the entire basket.

Second, those bases in which the base spokes are cut to make the base only,



How to Build a Crib Dam

and extra spokes are added for the sides. Here the spokes of the base are cut in two ways: (a) If not too stiff, they are cut long enough to extend about $1\frac{1}{2}$ inches into the basket sides. The additional spokes, long enough for the sides, are added by inserting one new side spoke at the left of each end of the base spokes. This practice gives the same number of spokes for the sides as for the base. The weaving is continued over the old end and the new spoke as if they were one, until the old end gives out. You then continue with the new spoke only. If more spokes are desired, insert one each beside every new spoke. If at any time the spokes seem too close for weaving, clip off every second spoke. (b) If the spokes are thick and not easily bent, they are clipped off after the new spokes have been added. Then two new spokes may be added, one on each side of each stiff base spoke.

MAKING BASES

1. All spokes must radiate from the exact center of the base and must be equidistant from each other. This formation comes about gradually by the sinking down of the weaver (i.e., the material used for weaving) between the spokes.

2. All weaving must be performed with the same tension. Keep the weavers close together. Pull on each one at the same point in the process and with the same strength of hand.

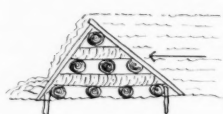
3. The curve of the base should be like an inverted saucer. To produce this effect, curve the spokes evenly downward. Continue the even, strong pull on each weaver in succession to maintain this curve. In a five-inch base the center should be about one-half inch up off the table, with only the outside edges of the base resting upon it.

4. In turning up the base spokes, or the newly inserted side spokes, soak the spokes first until pliable, and then pinch each spoke with pincers at its bending point. This treatment softens the fibers so that they will bend without breaking.

5. Practice making bases until you can produce a perfect one, rounding out its shape into a domelike saucer form.

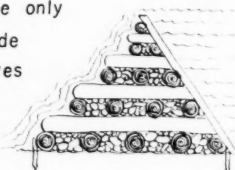
Reprinted from "Hand Weaving with Reeds and Fibers," by Osma Couch Gallinger and Oscar H. Benson. Published by Pitman Publishing Corp. 199 pages, \$3.00.

SUCCESSFUL dam building is a comparatively modern achievement. While ancient engineers performed marvels in building on dry land, they were dismal failures when it came to dam building. They made the natural mistakes of thinking that great size and weight were necessary to hold back water successfully. They built their dams as they built their magnificent pyramids and temples, of cut stone laid in huge piles. Those dams simply overturned, crushed by their own weight and



Cross section showing arrangement of poles.

Some dams have only the upstream side sheathed. This saves work but reduces life of dam.



the pressure of the water behind them.

Scientific dam construction was discovered and put into operation by the French some 80 years ago. They learned that size has little to do with the problem. The secret was in the proportion of the dam. The application of that principle is responsible for the magnificent achievement of Hoover Dam. The same principle is used in making the tiny crib dam needed for a pond.

The crib dam is nothing more than a pyramid of poles or lumber laid criss-cross at regular intervals. The spaces between the poles are filled with various sizes of stones and rocks. The upstream face of the dam is sheathed with planks of wood to hold the water within the confines of the pond. It is as simple as that.

The proportion of the dam is very important, even for a small one. The length of the dam (the distance between the banks) is immaterial. It is the width of the base that counts. The width is calculated from the upstream foundation (called the "toe") to the downstream foundation (called the "heel.") Two and one-half feet of base must be allowed for each foot of height to which the dam will be built. So, if the dam is to be but three feet high, its base (from toe to heel) must be

built seven and one-half feet in length.

The crib itself is not hard to make. Suppose this dam is going to be four feet high. That means its width at the base (from toe to heel) should be ten feet. Its finished shape is pyramidal, achieved by successively shorter rows of poles laid on top of those poles that go from bank to bank.

The first row of poles or 2 x 4's is laid across the stream, about two feet apart. They rest on the stream bed and their ends are firmly embedded in the banks. Some of the excavated dirt and rocks may be used to secure the cross-stream poles. The longest of the toe-to-heel poles (ten feet long) are laid at right angles to the first row and spiked firmly to it. Since this is a short dam (distance from bank to bank,) the second and all subsequent rows should be laid about six inches apart. The spaces between row 1 and row 2 must be filled with stones, small rocks and coarse gravel, before the third row of poles is laid and spiked down.

Continue laying poles, spiking them down and filling the spaces with stones, until the desired height is reached. The spacing should have been so gauged that the top of the dam consists of but a single pole going from bank to bank. It is now ready for sheathing with planks of wood. All the time you have been building the dam, the brook has been finding its way, through the bottom. The wood sheathing, which prevents the water from running through the dam, thus forcing it to accumulate and fill the pond, consists of a number of inch thick boards nailed to the top pole and to the bottom pole on the upstream side of the dam. They must be set as closely together as can be managed in order to prevent leakage of water. Even so, some leakage will occur until the wood has swollen and become silted up with dirt washed against it by the brook.

So now the dam is done. The size of the pond behind that little dam is immaterial. It could be 50 feet or 1,500 feet long. That dam could hold it!

Reprinted from "Make it—and Make it Pay!" by Catherine T. Roberts. Published by Houghton Mifflin Co. 124 pages, \$2.50.

Notes from National

By Gerald P. Burns

ACA Executive Director

AS WE APPROACH 1950, the first half of the twentieth century draws to a close. The camping movement has matured and developed in these last 50 years. By virtue of its position in the forefront of the camping movement, the American Camping Association has played a significant role in that development. We may look back, now, over 50 years of strain, of crisis, and of accomplishment. The current history of education, recreation and camping records some defeats and many victories. The history of ACA reflects similar ups and downs. But each succeeding upward surge far exceeds the former status.

This is Your ACA

Your Association, like the camping field in general, has broadened its horizons, moved nearer its goal, and is geared to another half century of service to and representation of the better camping interests in America. The cooperation and assistance of every member is essential if the actual operations of your Association are to achieve completely the purposes for which we are united.

This cooperation and assistance, to the camping movement through ACA, like a homing pigeon, always comes home to roost. When we invest a few dollars per year and a few hours per month in our professional association, we are really investing in our own future by strengthening the profession in which we gain our livelihood. What you as a member gain in value received from your ACA is directly proportional to what you give in support.

The Goal is in Sight

Now, how can this cooperation and assistance be given the Association to accomplish most effectively this return in value to individual members? There are several methods:

1. Attend the meetings of your local Section, get to know your colleagues

and offer your services as a committee member.

2. Attend the national and regional conventions, familiarize yourself with the overall "picture" of camping in America, and hear of the operation of camps (perhaps different than yours) from coast to coast.

3. Read CAMPING MAGAZINE and the other publications available through ACA, with an aim toward increasing your knowledge of camping.

4. Contact the local leaders or the central office on questions or problems of a professional nature.

5. Secure ACA membership in the proper category, recommend other

campers and staff leaders for membership, and publicize the fact if you hold camp, sustaining or contributing membership in the Association.

The goal of ACA is "to further the interests and welfare of children and adults through camping as an educative and recreative experience." This goal is approached by several means, such as raising the standards of camping in America, interpreting the values of camping to all American parents, developing a professional consciousness among the members, and providing fellowship, both personal and professional, for all camp-minded people throughout the nation.

The What and How

ACA is the only national, professional organization devoted solely to the advancement of camping. It is representative of the best in all types of camping and in every state in the Union. It serves as the coordinating agency in the field, bringing together (nationally and in hundreds of communities) students of, as well as leaders in, the camping movement. It provides the framework and mechanics for local, regional and national meetings. Therein a rich pooling of knowledge and wisdom takes place, joint policies transcending

MEMBERSHIP NOMINATIONS

Date.....

THE AMERICAN CAMPING ASSOCIATION,
343 S. Dearborn, Chicago 4.

I nominate for membership in The American Camping Association:

Name

Street

City and State

Camp Affiliation

Nominated by

Name

Street

City and State

Camp Affiliation

Nominated by

Name

Street

City and State

Camp Affiliation

Nominated by

agency and camp boundaries are formulated, publications of widely representative viewpoints are written, and the real voice of camping is heard. ACA is the backbone of the camping movement in America.

It might be timely for us to mention the mechanics of joining or renewing membership in ACA. Application for membership in or information on ACA is made to the local Section. Names and addresses of Section Presidents are listed in this issue. Applications are screened locally and sent, with a portion of the dues, to the national office for processing. After processing nationally, the candidate is officially a member of ACA.

Membership is on a yearly basis, expiration dates varying in certain Sections. The date of expiration of membership is given on membership cards sent each individual.

Two months prior to this date, the member receives a reminder of the due date for renewing. It is urged that members send in their checks at that time to avoid discontinuance of service. One month prior to the date of expiration, Sections bill or otherwise inform their members of the due date for renewing. All ACA members are carried on the active rolls for 60 days beyond their date of expiration and then advised of their inactive status by the national or local ACA office.

In Retrospect

Here are some gleanings gathered by your Association director during the 1949 camping season, together with indications of certain discernible trends of importance.

In the area of administration:

1. The traditional pattern of four two-week periods is beginning to yield to three three-week periods (this is of course limited largely to agency camps.)

2. There is some slight raising of fees throughout the country.

3. It appears that the number of enrollments for 1949 has topped 1948.

In the area of program:

1. The usual eight-week summer season is being extended to nine, ten and twelve weeks.

2. Greater stress is being placed on maximum facilities in the "off" season (winter, spring and fall camping expanding.)

3. More out-of-camp activity is being scheduled, utilizing outpost camps and primitive living areas away from the base camp.

In the area of personnel:

1. Year round and seasonal salaries of camp staff personnel are "up" in places.

2. Better trained people are more available.

3. It therefore appears that fewer but better people will be secured for camp staff positions next summer.

In the area of sponsorship:

1. There is a continued expansion in all types of camps.

2. Greatest expansion is visible in church or denominationally sponsored camps.

3. School and municipal camping is growing slowly but steadily.

The 1949 summer season was more successful, especially in terms of the number of children in camps, than was generally anticipated. Most of the better camps were filled to capacity. However, it is estimated that there are some 30,000,000 children of camp age in the United States; approximately 3,000,000 received a camping experience of some sort last summer. So, it is clear that we are only scratching the surface in the attainment of the ACA aim of "a camping experience for every child."

On the Horizon

"More and better camping for all

children" is a second aim of the Association. Significant progress has been made toward securing "better camping," elevating the quality of our programs, and improving our practices in general. But, greater emphasis is needed toward securing "more camping."

In line with this need, the ACA Board designated as a point of major emphasis this year Public Relations in Camping. Briefly, each Section and every member is asked to re-evaluate his or her methods and techniques of interpreting camping to the public. Realizing the importance of public relations, interpretation and publicity, the Board agreed on national action to supplement that of the Sections and individual members.

Steps were taken to cooperate with General Mills, Kix Cereal Division, on a mailing to members. From this, if favorable response is received, will result a month-long period of camping publicity by Don McNeill and the Breakfast Club.

Plans were laid for a national Workshop on Public Relations at Bear Mountain State Park, N. Y., November 2-5, 1949. Proceedings of this important conference will be available soon through the central office.



PICTURED above is the Hotel Jefferson, St. Louis, Mo., scene of ACA's 21st National Convention on February 15-18, 1950. As guests of the St. Louis Section, ACA members will find not only a warm welcome awaiting them at the convention, but also a fine program built around four main emphases: camp administrative problems, camp program planning, public interpretation of camp-

ing and kindred groups in camping.

This is certain to be a worthwhile convention which no ACAer will want to or should miss, for it will contain much of value for all camp people. Now is the time to plan on attending the February 15-18, 1950 meeting. Get it into your 1950 budget and onto your 1950 calendar. And be sure to be there. It will be well worth your while!

A Bibliography of Recent Books

on Camping and Related Subjects

IT WAS NOT possible, of course, to reprint in the foregoing pages from all of the books on camping and related fields published within the last year. Hence we have prepared the following bibliography to make available to readers concise data on a number of books in addition to those already mentioned.

Books are listed, first, by subject, then alphabetically. Included also are several books listed in last year's book issue, which have proved to be especially popular with CAMPING MAGAZINE readers.

Administration

ADMINISTRATION OF THE MODERN CAMP, edited by Hedley Dimock, Published by Association Press, 1948. 247 pages, \$4.00.

A complete reference work on camp administration, with Dr. Dimock as general editor and chapters written by eleven leaders in various phases of camp planning and operation.

THE BOOK OF CAMPING, by Robert Rubin. Published by Association Press, 1949. 152 pages, \$2.00.

Mostly concerned with the relation of the counselor to the camper, this book contains helpful information on practically every phase of life in camp. Includes many charts such as counselor and camper application blanks, program assignments, food charts, etc., which are helpful to the camp director.

GROUP WORK WITH AMERICAN YOUTH, by Grace Longwell Coyle, Published by Harper & Brothers, 1948. 270 pages, \$3.50.

A good study for leading youth in all kinds of social and psychological situations. Excellent sections on the formation of groups, and the group leader's part in this formation. Includes a chapter on the art of program making.

THE HANDBOOK OF DAY CAMPING, by Mabel Jobe. Published by Association Press, 1949. 189 pages, \$3.00.

This book will give you information on how to organize a day camp. It includes suggestions for complete programs, daily schedules, detailed menus, etc. Also contains full section on selecting and teaching the staff.

HANDBOOK OF YMCA CAMP ADMINISTRATION, edited by John E. Ledlie and Ralph D. Roehm. Published by Association Press, 1949. 239 pages, \$4.50.

The problems and opportunities of YMCA camping today are presented in this comprehensive book which should prove helpful to all camping people, not only those connected with YMCA camps. Excellent sections on promotion and publicity, business administration, health and safety, and the camp program.

Arts and Crafts

ELEMENTARY HAND CRAFT PROJECTS, by D. C. Blide. Published by Pitman Publishing Corporation, 1946. 92 pages, \$1.75.

Drawings, patterns, and directions for many types of hand craft activities are presented in this book. Includes instructions in wood working, weaving, plaster carving, plastics, leathercraft, etc.

GENERAL LEATHERCRAFT, by Raymond Cherry, Third edition. Published by McKnight & McKnight Publishing Co., 1949. 125 pages, \$1.50

A very helpful book for the craft counselor, gives a brief history of leathercraft, descriptions of various operations, and instructions for projects and articles to be made from leather.

HANDICRAFTS AND HOBBIES FOR PLEASURE AND PROFIT, edited by Marguerite Ickis. Published by Greystone Press, 1948. 310 pages, \$2.98.

This is the "here's how" of making over 500 useful and attractive articles from 30 of the most popular handicrafts and hobbies. Each craft is presented with an interesting introduction explaining step-by-step in clear word and picture, the basic methods and low-cost tools and materials to use.

HAND WEAVING WITH REEDS AND FIBERS, by Gallinger and Benson. Published by Pitman Publishing Corporation, 1948. 197 pages, \$3.00

This book contains clear cut, easily followed instructions and drawings so that the beginner can understand them with ease. Campers can gather their own materials for weaving, which adds to the fun and satisfaction of the finished article.

CHECK AND DOUBLECHECK YOUR IMPORTANT

Association Press List

- (1) **HANDBOOK OF Y.M.C.A. CAMP ADMINISTRATION**
John A. Ledlie and Ralph D. Roehm. \$4.50
- (2) **THE HANDBOOK OF DAY CAMPING**
Mabel Jobe \$3.00
- (3) **FUN IN THE WATER**
Thomas K. Cureton \$4.00
- (4) **MANUAL OF LIFE SAVING AND WATER SAVING INSTRUCTION**
Charles E. Silvia \$4.50
- (5) **ADMINISTRATION OF THE MODERN CAMP**
Hedley S. Dimock, Editor \$4.00
- (6) **ADMINISTRATION OF GROUP WORK**
Louis H. Blumenthal \$3.50
- (7) **SUPERVISION OF GROUP WORK AND RECREATION**
Hedley S. Dimock and Harleigh B. Trecker \$4.50
- (8) **CAMPING AND CHARACTER**
Hedley S. Dimock and Charles E. Hendry \$4.00
- (9) **FIVE COUNSELOR MANUALS**
 1. Talks to Counselors
Hedley S. Dimock and Taylor Statten \$7.50
 2. Fifty Cases for Camp Counselors, Roland W. Ure .75
 3. Solving Camp Behavior Problems, J. Kenneth Doherty .75
 4. So You Want to be a Camp Counselor, Elmer F. Ott .75
 5. Camp Counselor's Manual
John A. Ledlie and Francis W. Holbein .75
- (10) **THE BOOK OF CAMPING**
Robert Rubin \$2.00

---MAIL COUPON TODAY---

Please send me the books I have checked.
Enclosed find my remittance for \$.....
If I am not satisfied I can return the books within 10 days and my money will be refunded.

- (1) ☐ Handbook of YMCA Camp Administration.
- (2) ☐ The Handbook of Day Camping
- (3) ☐ Fun in the Water
- (4) ☐ Manual of Life Saving and Water Saving Instruction
- (5) ☐ Administration of the Modern Camp
- (6) ☐ Administration of Group Work
- (7) ☐ Supervision of Group Work and Recreation
- (8) ☐ Camping and Character
- (9) ☐ Five Counselor Manuals
- (10) ☐ The Book of Camping

Name

Address

Association Press

291 BROADWAY, NEW YORK CITY 7.

HOW TO MAKE POTTERY AND OTHER CERAMIC WARE, by Muriel P. Turoff. Published by Crown Publishers, 1949. 145 pages, \$2.75.

This profusely illustrated volume is a clear and practical book of instruction showing how to design, make, decorate, and handle articles of clay.

LET'S MAKE A LOT OF THINGS, by Harry Zarchy. Published by Alfred A. Knopf, 1948. 156 pages, \$2.50.

Useful and attractive things to be made from metal, clay and leather, and the materials and tools needed, are described and illustrated in this handy book for the craft cabin.

LET'S WHITTLE, by Leroy Pynn, Jr. Published by the Manual Arts Press, 1948. 128 pages, \$2.50.

Instructions for whittling a variety of interesting subjects, mostly animal.

MAKE IT—AND MAKE IT PAY, by Catherine Roberts. Published by Houghton Mifflin Company, 1949. 120 pages, \$2.50.

This book will show campers how they can have fun in their spare time, and make improvements on the camp grounds as well. Sections on building wooden rafts, barbecues, etc., are of particular interest to camping people.

USE OF NATIVE CRAFT MATERIALS, by Margaret Eberhardt Shanklin. Published by The Manual Arts Press, 1947. 135 pages, \$2.75.

Clear illustrations, fine photographs and explanatory text combine to make an extremely attractive and useful book. Straw, corn, grass and rush are considered and nearly half the book is given over to clay.

WATER-COLOR PAINTING IS FUN, by Frank A. Staples. Published by Whittlesey House, 1948. 127 pages, \$3.50.

This book contains the basic facts about landscape water-color painting. It tells what subjects to paint first, what colors to use, whether to use wet or dry painting, how to handle the problem of perspective, etc.

Campcraft and Nature Lore

THE AMATEUR NATURALIST'S HANDBOOK, by Vinson Brown. Published by Little, Brown & Co., 1948. 475 pages, \$3.50.

Here the camp nature counselor will find out how to study the animals, plants, rocks, climate, in any part of the United States. Excellent sections on how to recognize, classify, dissect or preserve plants.

BIRDS, by Herbert S. Zim and Ira N. Gabrielson. *A Golden Nature Guide*,

Published by Simon & Schuster, Inc., 1949. 157 pages, \$1.00.

This inexpensive bird guide contains 114 illustrations of birds in color. It also includes range maps and many facts about the traits and habits of birds, where and how to find them.

THE BOOK OF NATURE HOBBIES, by Ted Pettit. Published by Didier, Publishers, 1947. 280 pages, \$3.50.

The author makes the study of nature tremendously interesting. Almost every type of nature hobby is included. A large number of black and white drawings are decorative and also serve to clarify the text.

BOY'S BOOK OF SNAKES, by Percy A. Morris. Published by The Ronald Press Company, 1948. 185 pages, \$3.00.

For a dependable understanding of non-poisonous snakes and the few poisonous snakes there are in this country, this book is a must. The colors of each species are carefully described and their habits are fully explained.

NEW HANDBOOK OF THE HEAVENS, by Bernhard, Bennett and Rice. Second edition, Published by McGraw-Hill Book Co., 1948. 368 pages, \$3.00.

An interesting guide to the study and enjoyment of astronomy. Revised and brought up to date throughout, it covers every aspect of the subject interestingly and understandingly.

HOW TO KNOW THE BIRDS, by Roger Tory Peterson. Published by Houghton Mifflin Company, 1949. 144 pages, \$2.00.

This bird book tells what to look for in bird identification — the size and shape of the bird, how it acts and how it flies; where it is found and how to learn to recognize its voice. A practical guide useful to the beginner or advanced "bird watcher."

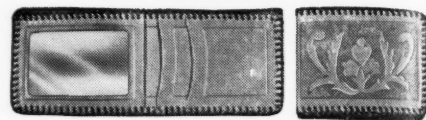
SKYSHOOTING, "HUNTING THE STARS WITH YOUR CAMERA", by R. Newton and Margaret L. Mayall. Published by The Ronald Press Company, 1949. 174 pages, \$3.75.

This unique book is written for anyone with a camera who wants some of the fun of photographing the heavens. Contains explicit information on how to photograph celestial bodies. If there is a counselor who has a camera and a camper who loves the stars, get this book, and a summer project is underway.

SNAKES, by Herbert S. Zim. Published by William Morrow & Co., Inc. 1949. Profusely illustrated, \$2.00.

Everything about snakes in simple text and black and white drawings. This

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book tells how they bear their young, how they grow, the ways by which they move. Destroys many of the superstitions about snakes which have no basis in fact.

TRACKS AND TRAILCRAFT, by Ellsworth Jaeger. Published by The Macmillan Co., 1948. 381 pages, \$3.95

Excellent portrayal, by means of line drawings and text, of the tracks, habits and habitats of American animals.

Food and Food Preparation

CHEF'S GUIDE TO QUANTITY COOKERY, by J. H. Breland. Published by Harper & Brothers, 1947. 470 pages, \$6.00.

Many specialty dishes, as well as simple dishes, are included in this volume. Quantities of ingredients are stated both by volume and weight, portion sizes are suggested, preparation time and cooking temperatures are indicated.

FOOD COST CONTROL, by J. O. Dahl. Revised edition, Published by Dahl Publishing Co., 1949. 92 pages, \$1.00.

This little book contains many helpful hints on buying food, and cutting food costs. Also includes interesting charts on cooking food, with tips on how to avoid wastage.

KITCHEN PLANNING FOR QUANTITY FOOD SERVICE, by Arthur W. Dana. Published by Harper & Brothers, 1949. 229 pages, \$5.00.

Though written primarily for hotel and restaurant kitchens, there is much in this book that will prove helpful to camp kitchen managers. There are particularly good sections on storage space, equipment layout, dishwashing, seating arrangements, etc.

General

AMERICAN GIRL'S OMNIBUS, by Pearl and Stanley Pashko. Published by Greenberg Publishers, 1949. 227 pages, \$3.00.

A book for young girls, giving suggestions for things to make and do — sports, camping and outdoor fun, water fun, hobbies, arts and crafts, etc. The perfect Christmas present for a girl camper.

HOW TO BUY BEDDING, by Crete M. Dahl. Published by Dahl Publishing Company, 1949. 106 pages, \$1.29.

A helpful little book giving suggestions as to the purchase, use, and care of mattresses, springs, pillows, sheets, blankets, pads, and spreads. The material on how to make mattresses last longer is invaluable to the camp director.

Camping Magazine, November, 1949



HELPFUL BOOKLETS

A review of latest literature offered by advertisers of products and services for camps. Read the entire list; use handy coupon to send for those you want.

1. **Aluminum canoes**, their characteristics, specifications and advantages, together with prices, are described in a 10-page leaflet prepared by the manufacturers, Grumman Aircraft Engineering Corp.

4. **Calcium chloride**, for use in providing better fire protection in camps and other locations where fire must be constantly guarded against, is the subject of booklet No. FP2A, published by Solvay Sales Division, Allied Chemical & Dye Corp.

7. **Craft supplies**, including leather, plastics, metals, paints, woodcarving, etc., are pictured, described and priced in a 32-page catalog offered by Sto-Rex Craft Department of Western Mfg. Co.

10. **Equipment and supplies** for summer camps, ranging from beds and boats to kitchen equipment and paper products are listed and pictured in the current catalog of Sanitary Supply and Specialty Co.

3. **Nature Study supplies and equipment**

are the subject of an illustrated order book and price list prepared by New York Scientific Supply Co., Inc.

9. **Preservation of wood** and practical elimination of painting of camp buildings are twin advantages of carbolineum compound described in an eight-page Bulletin No. 89, available from Carbolineum Wood Preserving Co.

2. **Leather** for craft work, as well as leather-working tools and accessories are the subject of the current catalog offered by Kit Kraft; included also is catalog data on metal-working supplies.

6. **Guidance books** for campers and counselors, students and teachers, are described in a 16-page catalog being distributed by McKnight and McKnight, publishers.

8. **Educational filmstrips**, covering hundreds of subjects, many ideal for camp projection are described in the new 32-page catalog prepared by Society for Visual Education, Inc.

Camp officials may secure copies of literature reviewed on this and following page by using accompanying coupons. Fill out COMPLETELY one space for each catalog or booklet wanted. Then paste all four coupons on a penny postcard or slip in envelope and mail to CAMPING MAGAZINE, Metuchen, New Jersey.

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Use coupon on previous page if ordering 1 to 4 pieces of literature; use coupon above in addition if ordering 5 to 8 booklets.

5. Leathercraft kits consisting of a wide variety of partially fabricated items ready for assembling and finishing by craft workers are described, pictured and priced in a 16-page catalog available from Robert J. Golka Co.

11. Finger paints, what they are and how they can be used by children of all camp ages to produce not only interesting paintings but also to supply unique decoration for a variety of craft projects, are the subject of an interesting two-color, 16-page booklet offered by Binney & Smith Co.

17. Fire extinguishers in several types — water, anti-freeze, chemical and dry chemical — designed to offer protection for every type of fire in every type of location, are covered in catalog folders offered by the manufacturers, Walter Kidde & Co.

14. Craft Reporter, published by Craft Service Co., is a newspaper-type pamphlet giving information on newly available craft materials obtainable from this company, and descriptions and photographs of typical craft projects.

16. Camp emblems, banners, T-shirts, sweatshirts and hats and other supplies, personalized with the name or initial of your camp, are described and priced in an illustrated catalog offered by The Felt Crafters.

12. Plastics, how they are fabricated and materials available, are covered in a 32-page booklet prepared by House of Plastics. Included are a section on "How to work with plastics," and catalog data on plastic materials, tools and supplies.

19. Knives, saws and other tools for a wide variety of craft uses are pictured, described and priced in the new catalog

prepared by X-acto Crescent Products Co., Inc.

13. Handicraft supplies for practically every type of work which will be encountered in the camp craft shop are listed and briefly described in the current catalog of Burgess Handicraft Stores.

18. Water sports equipment, specifically diving boards and floats, are pictured and described in catalog No. 49 issued by Hussey Mfg. Co.

15. 16mm. films, in a wide variety are described in the "Camp and Summer" catalog of Institutional Cinema Service.

20. Use of cereal foods, general nutrition-all data and selected recipes using cereals are included in the booklet "Cereals in Our Meals," offered by Van Brode Milling Co., Inc.

23. "Selected Motion Pictures" is the title of the new catalog offered by Association Films, Inc. More than 1,300 titles are listed, including 100 high-grade free films.

24. Dishwashing that is clean, sanitary and safe is the aim of an illustrated folder and wall card giving information on proper practices in both hand and machine washing of dishes, and available from Wyandotte Chemicals Corp.

21. Leather, leather-working tools and accessories and instruction books are cataloged and described in a new publication offered by Charles A. Toebe Leather Co.

22. Copper metalcraft supplies and interesting items which can be made are the subject of a leaflet offered by Metal Goods Corp.

ONE HUNDRED PLAYS FOR CHILDREN, edited by A. S. Burack. Published by Plays, Inc., 1949. 886 pages, \$4.75.

A collection of one act plays for primary and intermediate children. Simple and inexpensive stagings are indicated for all plays. Invaluable to the camp drama department, and no royalty payment is required for amateur productions.

Land Sports and Games

DESIGN FOR TENNIS, by Mary K. Browne. Published by A. S. Barnes & Company, 1949. 216 pages, \$3.00.

A textbook for tennis instructors with numerous helpful pictures. Shows how to organize and teach a tennis class.

HONOR YOUR PARTNER, by Ed Durlacher. Published by The Devin-Adair Company, 1949. 286 pages, \$7.50.

Contains 81 American Square Dances with complete instructions for doing them. Easy-to-play music accompanies text. Instructions for the caller are also given.

PARTNER'S ALL — PLACES ALL, by Miriam H. Kirkell and Irma K. Schaffnit. Published by E. P. Dutton & Co., Inc., 1949. 129 pages, \$3.95.

Forty-four square dances with music and calls. Organized from simple (mixers and play-party games) to more complicated dances. contains lists of suggested programs for an evening of square-dancing.

Music

THE DITTY BAG, compiled by Janet E. Tobitt. Published by Janet E. Tobitt, 1946. 184 pages, \$75.

A group of 177 songs from some thirty different countries. It includes folk songs, hymns and carols, rounds and canons. Particularly adaptable to a small group.

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1950 The Best Possible Protection
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A GUIDE TO CHILDREN'S RECORDS, by Philip Eisenberg and Hecky Krasno. Published by Crown Publishers, 1948. 195 pages, \$2.00

This book lists all the available children's records and also tells you what's best and why. Lists suggested records for all age levels.

LET'S HAVE MUSIC, edited by Music Committee, National Board, YWCA, Marie Oliver, Secretary. Published by The Woman's Press, 1948. 43 pages, \$.75.

Although written primarily for YWCA's, this booklet will be useful to camp directors. It tells how to plan musical programs, "sings," and what qualities to look for in a good music leader.

Religion

ALL IN THE DAY'S WORK, prepared and edited by Erma Paul Ferrari and Elsie P. Kappan. Published by the Judson Press, 1949. 67 pages, \$1.25.

This booklet give a complete program for group gatherings at camp or other retreats for fellowship. It would be of probable interest to group leaders as a general plan.

DISCIPLESHIP WITH CHRIST, by Erma Paul Ferrari. Published by the Judson Press, 1949. 88 pages, \$1.25.

This booklet is concerned with program material for the Senior High camp group. It contains advice for counseling, and suggestions for worship and Bible study in camp.

WE WORK WITH GOD, by Caroline C. Pineo, Lois Blankenship, and Martha J. Whitmore. Published by the Judson Press, 1949. 119 pages, \$1.25.

This booklet contains a complete program with a religious background for a two week camp for Juniors. It tells how religion should be fitted into the daily camp program.

SERVICES FOR THE OPEN, by Laura I. Mattoon and Helen D. Bragdon. Published by Association Press, 1947. 211 pages, \$2.50.

This book contains 29 complete services and 83 hymns and songs with words and music. It is planned to take care of the whole camp season.

Water Sports and Games

CANOEING — A-Z, by Ruth Elvedt. Published by Burgess Publishing Co., 1948. 42 pages, \$1.50.

Instruction by a college physical education teacher and camp canoeing head on canoe selection, care, repair, teaching canoeing in camp, organizing trips and meets, etc.

FUN IN THE WATER, by Thomas Kirk Cureton, Jr. Published by Association Press, 1949. 143 pages, \$4.00.

A complete recreational guide for organized team competitions, stunts and contests in the water. Swimming instructors and water front counselors will find it invaluable.

Site, Buildings and Equipment

CAMP SITE DEVELOPMENT, by Julian H. Salomon. Published by the Girl Scouts, 1948. 105 pages, \$4.00.

Authoritative volume covering all aspects of camp planning, from choice of site, through utility and sanitary arrangements and including descriptions and diagrams of a wide variety of camp structures.

LAYOUT, BUILDING DESIGNS AND EQUIPMENT FOR YMCA CAMPS, prepared under the direction of John A. Ledlie. Published by Association Press, 1946. 48 pages, \$3.00.

Architectural designs and sketches for camp buildings. Useful for any camp contemplating one or more new buildings on its site.

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For Junior High Camps—Ages 12 to 14

3. **AN ADVENTURE INTO FRIENDSHIP**. By Rodney M. Britten.

A junior high camping program giving extensive help in recreation and project work. This text emphasizes Christian friendship\$1.25

4. **ADVENTURING TOGETHER AS CHRISTIANS**. By Myrtle Auch.

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• **PLASTIC TUMBLERS** made of polyethylene, said to be flexible and non-breakable even though they may be dropped and handled roughly, are being manufactured by Rogers Plastic Corp., West Warren, Mass. Sizes are 14 oz., 8 oz., 5 oz., and 2 oz. Colors are crystal, and pastel green, yellow and blue. Please mention **CAMPING MAGAZINE** when writing for further information.

• **FREE MOTION PICTURE** films on a number of subjects are available for camp showings on application to E. I. du Pont de Nemours & Co., Wilmington 98, Del. Films are all 16 mm. sound and showing times range from 20 to 30 minutes. Subjects include "This is Nylon," "Harnessing the Rainbow," "Facts about Fabrics," "Fashion's Favorite," "Lost Harvest" and "The Story of Neoprene."

Early reservation — as much as six months in advance — is suggested, since the films are in great demand. Further information concerning the free loan plan of any of the films may be obtained by writing Mr. G. M. Harper, of the du Pont Co., mentioning this item in **CAMPING MAGAZINE**.

• **AUTHENTIC DESIGN** and color is stressed as one of the features of totem wood carving kits announced recently by Totem Industries, Inc., 716 W. Madison St., Chicago 6. The kits make possible recreation of the nearly lost art of totem pole carving, in miniature. Each kit contains all materials, tools and plans for carving the totem.

Response from numerous camps which tried out the totems last summer is said to have been most enthusiastic. In addition to using the kits as educational craft items, some camps have completed full-size totems, using the plans from the kits, which are drawn accurately to scale.

For further information and a free descriptive booklet, write Dept. 1-A of the company, mentioning this article in **CAMPING MAGAZINE**.

• **DEVELOPMENT** of an inexpensive aluminum folding table has been announced by All-Aluminum Products, 218 Walnut St., Philadelphia. Known as "The Foldaway," the new table is constructed of heavy gauge aluminum, reinforced with steel at strategic points.

When set up, the table is 30 inches high, and 2½ x 6 feet in size. Folding which is said to require only 20 seconds, reduces the size of the table to 2¾ inches x 2 feet x 2½ feet. Full information may be obtained by writing the company, mentioning **CAMPING MAGAZINE**.

• **"SMALL BUSINESS has Big Problems"** is the title of a pamphlet prepared by American Institute of Accountants, 13 E. 41st St., New York City. The booklet gives examples of sound and unsound accounting practices, many of which can be applied to accounting problems faced by camp directors.

• **A NEW WEATHER GUIDE**, based on the principle that wind and cloud formations reveal coming weather changes, is being offered by Dr. Irving P. Krick, consulting meteorologist, 1276 E. Colorado, Pasadena. It consists of a series of 13 full-color cloud formations, a small compass to aid determination of wind direction, and 112 separate forecasts. Please mention **CAMPING MAGAZINE** when purchasing your Weather Guide or writing for further information.

• **FLEXIBLE RUBBER MOLDS** for craftworkers are the subject of a 20-page catalog offered for 15 cents by Bersted's Hobby Craft, Inc., Monmouth, Ill. Included in the catalog are full-color reproductions of numerous molds available, together with instructions on making figurines, plaques, etc., from the molds, and methods of painting them after molding. Please mention this item when ordering this catalog for yourself, your crafts counselor, or others.

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With the Sections

• ALLEGHENY SECTION, cooperating with the Pittsburgh (Pa.) Camp Council and the Health and Welfare Federation of Allegheny County, held a Camp Nursing Institute May 21, as a means of making available as much useful information as possible to nurses who planned to be in camp during the 1949 season.

Subjects discussed included "Resource Material to Help the Camp Nurse," "The Nurse in Day Camps," "Mental Health in Camp," "Good Nutrition for Campers," "Nurses in the Out-of-Doors," "Qualifications of a Good Camp Nurse," "Diversions for the Sick at Camp" and "First Aid Hints for the Camp Nurse."

• CAPITOL SECTION, cooperating with the MARYLAND SECTION, held a three-day counselor training week-end in June at Camp Kahlert, West River, Md. Approximately 150 persons, including camp directors and counselors, took advantage of the opportunity to attend.

Capitol also installed Wayne Sommer as its new president. Mr. Sommer is connected with the YMCA of Washington, D.C. and its Camp Letts.

• CHICAGO SECTION, in cooperation with INDIANA SECTION, has developed a directory of camps owned and operated by individuals and organizations in the greater Chicago area, in Indiana, and in other areas covered by the membership of the Chicago Motor Club, through whose travel bureau the directory was published.

• NEW YORK SECTION held its first general meeting of the fall on October 19. After a short general meeting the group — following a practice it has found to be very successful — broke up into special-interest groups for discussion of problems of particular interest to private camps, day camps, and agency and other non-profit camps.

New York has announced its annual Section convention for March 22-25, 1950, at Hotel Statler (formerly Hotel Pennsylvania.) A top-flight program is being planned, and further announcements will be made when plans are more nearly completed.

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CAMP DIRECTOR, young, experience all camp operation — purchasing, leadership training, programming, B.S. Physical Education, M.A. Recreation and Camping. Experience boys, girls, and co-ed camping. Married, one child — Desire association with established private camp that may lead to future, permanent relationship. Write Box 760, CAMPING MAGAZINE, 181 Chestnut Avenue, Metuchen, New Jersey.

Help Wanted

A-1 HEAD COUNSELOR WANTED. Established private co-ed camp. 3 to 14. Owner's past illness necessitates individual with large following. Dietary laws observed. Salary commensurate with experience and following. This is a wonderful opportunity. Write Box 757, CAMPING MAGAZINE, 181 Chestnut Ave, Metuchen, N. J.

LADY DIRECTOR for girls' camp in Western North Carolina. Camping term: June 27th to August 21st. Capacity, 75 girls. Apply stating qualifications and salary desired to Box 758, CAMPING MAGAZINE, 181 Chestnut Ave., Metuchen, N. J.

CAMP DIRECTOR — Are you thinking of retiring from active business, this year or next? Camping executive, 38 years old, wants to run your business . . . with you or for you. Write Box 761, CAMPING MAGAZINE, 181 Chestnut Avenue, Metuchen, N. J.

HIGHLY REGARDED private summer camp for girls, in Maine, has an opening

woods is the new president of the New York Section. He was installed at the Section's last meeting before the 1949 camp season. New offices of this Section are located in Room 811, 842 Madison Ave., New York City.

• PACIFIC CAMPING FEDERATION, which includes 12 ACA Sections located in the western states and Hawaii, has planned its 24th annual conference, to be held March 23-26 at Asilomar, Calif.

• WISCONSIN SECTION's 1949 Camp Institute, held in May at Baptist Assembly Grounds, Green Lake, Wis., proved to be the largest Institute ever held by the Section, with 204 persons registered. Among subjects covered were aquatics, nature, outdoor cooking, pioneering and campcraft. There were also several talks, a campfire program and a Sunday morning worship service.

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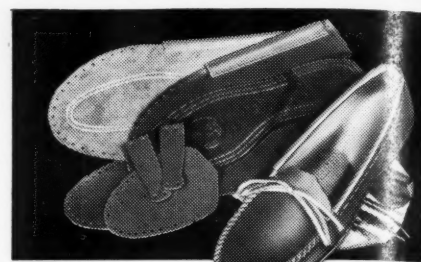
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